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ABSTRACT

Designed for community colleges that wish to improve their accreditation self-studies, strategic planning, and program reviews by gathering information about students and their learning outcomes, this working paper presents a bank of questionnaire items focusing on student and college outcomes. The item bank is organized into five major categories: (1) academic, covering the satisfaction with/helpfulness of particular activities, academic goals, and objective outcomes; (2) personal, including attitudes and beliefs, goals, self-assessment, decisions, personal development, and learner outcomes; (3) career/employment; (4) the college environment, focusing on student evaluation, student choices and college outcomes; and (5) demographics, including personal and educational descriptors. The item bank includes 536 survey items and 53 specific sources of student and college information that may be available at the local institution or elsewhere. (HB)

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FACULTY SATISFACTION AND STUDENT OUTCOMES

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Improving
Community
College
Evaluation
and Planning

ITEM BANK: STUDENT AND COLLEGE OUTCOMES

Chancellor's Office
California Community Colleges
Western Association Accrediting Commission
for Community and Junior Colleges

FALL 1984

PURPOSE

FIPSE PROJECT

STUDENT AND COLLEGE OUTCOMES ITEM BANK

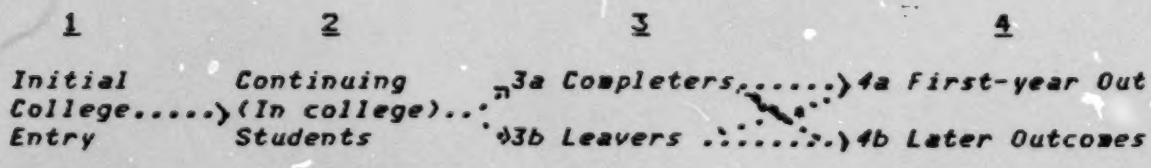
Purpose

This is a first draft of the FIPSE ITEM BANK. It has been written for community colleges who wish to improve their accreditation self-studies, stategic planning, and program reviews, by gathering useful information about their students and their learning outcomes. Knowing about students ,in making program and institutional decisions, is one of the special characteristics of community colleges. However, in times of limited resources institutions often need to draw on the experiences of others and on resource materials which may not be readily available at home. The FIPSE Student and College Outcomes Experiment is providing resource materials and other assistance for California community colleges beginning accreditation self-studies in Fall 1984; and for the Hawaii Community Colleges who are experimenting with new approaches to program review.

The classification of items in this bank is still tentative, and will be refined during the course of the FIPSE Experiment. We view this as a loose-leaf item bank which will be improved by use and by additions from the colleges. In this first draft there are five hundred and thirty six survey items and fifty-three specific sources of student and college outcome information that may be available at the local institution or elsewhere. There are five major categories, as delineated in the Table of Contents. They are: ACADEMIC, PERSONAL, CAREER/EMPLOYMENT, COLLEGE ENVIRONMENT, and DEMOGRAPHICS. Similar, or occasionally, identical items may be found in more than one category. This results from the fact that information which describes students may also describe the environment or provide demographic data.

Many of the items in this bank can be used for surveying various groups of students; and students at different times in their relations with a college, as is suggested by the following diagram:

Diagram 1



By slight adaption items may be used to gather information about students who are entering, continuing, or who are no longer at the college. Certain information about students at each time period can be useful in surveying students and their outcomes.

First Uses of the FIPSE Item Bank. The immediate purpose for preparing the item bank and handbooks are the Fall 1984 training workshops in California for community colleges beginning their self-studies for the Accrediting Commission for Community and Junior Colleges (WASC). The materials will also be used at an October 1984 workshop for the Hawaii Community Colleges who are interested in the use of learner outcome assessments in program review. The FIPSE materials and the NCHEMS sample questionnaires and Implementation Handbook will also be availabe to other community colleges in the two states.

The second day of the Fall California workshops will focus on: a) the value of assessing learner outcomes; b) alternative sources of data about students; c) uses of the item bank and handbooks; d) use of field consultants; and e) relations of the experiment to the self-study process. Resource materials and field consultants are being provided by the FIPSE Project. The NCHEMS sample two-year college questionnaires and the implementation handbook are being provided, in part, by the National Center for Higher Education Managment Systems. For those colleges wishing to use the NCHEMS Student Outcomes Questionnaires during the FIPSE experiment, NCHEMS will provide special analytical services at modest cost.

The Learner and College Outcome Experiment. The experiment began in the Fall of 1982 when the FIPSE Project staff commissioned a state-of-the-art paper on assessing student learning outcomes. With input from the staff and Ernest Berg, Greg Heilman of UC-Berkeley prepared an excellent working paper for Phase II, a symposium of three days. The symposium brought together twelve people, each distinquished in his or her field experience or research about the experiences of students in and after college. (See "FIPSE Newsletter, *Special Issue*, Spring 1984). The following key ideas from the 1982 symposium guided the work of the Phase III committee in planning the workshops, preparing the item bank and the related handbook, and in selection and training consultants.

Challenges to the Phase III Committee

* The need for economical and usable information on community college learner outcomes.
* The utility of locally conducted surveys.
* The importance of comparable "core" items within local outcome surveys.
* The effectiveness of sampling subjects instead of surveying everyone.
* The advantages of conducting surveys for accreditation self-studies.
* Differentiation between "attrition" and "non-completion".

* The reliability of achievement tests and faculty grades.

* The usefulness of existing institutional data.

* The need for item banks, users' handbooks, training seminars, and field consultants.

* Attention to "experience added" as a measure of learning outcome.

This item bank is, primarily, the work of Nancy Renkiewicz, Mike Rota, and Dale Tillery. Hundreds of possible survey items were culled from local college survey questionnaires, those from major research projects on students over recent decades, and items generated by the authors. The FIPSE handbook is the work of Jonathan Warren of Educational Testing Service in collaboration with the Phase III Committee.

The following people have worked together for the past year, and several will join in the Fall 1984 Workshops and serve as field consultants.

Ernest Berg, Chair	Chancellors' Office California Community Colleges
Ron Dyste	Chancellors' Office, CCC
Allan MacDougall	Southwestern College
Chuck McIntyre	Chancellors' Office, CCC
Robert Swenson	Accrediting Commission for Community and Junior Colleges
Dale Tillery	University of California, Berkeley
Nancy Renkiewicz	Sacramento City College
Mike Rota	Chancellor's Office University of Hawaii Community Colleges
Jean Vincenzi	Saddleback College
Jonathan Warren	Educational Testing Service

Although this initial item bank draws on much that is currently available in the way of student and college outcome survey items, many new items were created for the bank. Others were rewritten to fit the community college setting. The pool of items should grow as colleges use, refine, and add to the item bank. The user is also reminded that items, which are written for surveys of continuing students, may be slightly modified to survey students who have left the college--either as completers (3a) or leavers (3b); or first-year follow-up (4a), or later follow-up (4b). (See Diagram 1). Thus, in use the survey items can be expanded several fold by adaption for specific populations at specific times. It is essential to note that the item bank, itself, is <u>not a survey instrument</u>. It <u>is</u> a pool of items which may be used for various purposes by individual colleges.

Core of Common Items

At present local college surveys are not comparable and, therefore, do not lend themselves to comparison of like institutions, or for aggregation among the states' community colleges. It is possible that a set of useful and important common items can be arrived at in practice, after colleges have experimented with surveys that can provide important information for planning and for reporting achievements.

Appreciation is expressed to the many people and institutions which have made the key efforts of the FIPSE Project possible. First, of course, is the Fund for the Improvement of Postsecondary Education which has provided much of the continuing funding of the Project. Ron Dyste, of the Cancellors Office, CCC, has provided additional funding for the Learner Outcomes Experiment because it promises to provide new information about students in the community colleges who need help the most. Finally, we thank members of the Phase III Committee, and those who contributed so successfully to the earlier phases of the experiment.

Chuck McIntyre
Project Director

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Executive Director
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Chief Consultant

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ACADEMIC

ACADEMIC PREPARATION AND LEARNING OUTCOMES
Indicate how helpful your experiences have been in this college. Circle the appropriate number in the right column for each question.

0. Does not apply to me
1. Not helpful
2. Somewhat helpful
3. Helpful
4. Very helpful

	COLLEGE
1. Reading the quantity an type of material required for courses?	0 1 2 3 4
2. Writing papers and essay exams?	0 1 2 3 4
3. Learning specific knowledge and skills for college work?	0 1 2 3 4
4. Putting ideas together from different sources?	0 1 2 3 4
5. Learning that there are many different points of view?	0 1 2 3 4
6. Knowing how to compare the value of information?	0 1 2 3 4
7. Developing interest and appreciation of ideas?	0 1 2 3 4
8. Developing interests and appreciation of the arts?	0 1 2 3 4

IMPORTANCE OF ACADEMIC GOALS

How important are the following goals to you?
Circle the appropriate number for each item.

0. Does not apply to me
1. Not one of my goals
2. Somewhat important to me
3. Important to me
4. Very important to me

1.	Improve learning skills (reading, writing, math)	0 1 2 3 4
2.	Prepare for transfer to four-year college	0 1 2 3 4
3.	Become a more cultured person	0 1 2 3 4
4.	Learn more about science	0 1 2 3 4
5.	Gain skills in computer usage	0 1 2 3 4
6.	Learn foreign languages	0 1 2 3 4
7.	Learn skills for high technology	0 1 2 3 4
8.	Learn about business management	0 1 2 3 4
9.	Learn skills for office work	0 1 2 3 4
10.	Prepare for nursing, dental technology, or other medical service	0 1 2 3 4

SATISFACTION WITH COLLEGE EXPERIENCES
The following questions are about experiences you may have had at this college. Use the following ratings and circle the appropriate number for each question.

0. Does not apply to me
1. Very inadequate preparation
2. Inadequate preparation
3. Adequate preparation
4. Good preparation

1. Preparation for university or senior college?	0 1 2 3 4
2. Improvement in you learning skills?	0 1 2 3 4
3. Knowledge and understanding from general education and liberal arts courses?	0 1 2 3 4
4. Learning how to think and act independently?	0 1 2 3 4
5. Learning how to think critically?	0 1 2 3 4
6. Learning technical skills?	0 1 2 3 4
7. Use of learning technology for self-directed learning?	0 1 2 3 4

PREPARATION FOR ADVANCED COLLEGE WORK
Circle the most appropriate number.

0. Does not apply to me
1. Very inadequate
2. Inadequate
3. Adequate
4. Good preparation

1. How well did our college prepare you for additional college work?	0 1 2 3 4
2. How would you rate the courses in your major field of study?	0 1 2 3 4
3. Hou would you rate general and liberal arts courses?	0 1 2 3 4
4. How would you rate advising and counseling in helping you know how to plan for transferring?	0 1 2 3 4

EXPECTATIONS OF COLLEGE

Indicate the extent to which you believe your academic, career, and personal expectation for college have been fulfilled by the various courses you have taken at this college. Circle the number in the column on the right for each question.

0. Does not apply to me
1. Not fulfulled
2. Somewhat fullfilled
3. Fullfilled
4. More than fullfilled

1.	Background and specialization for further education in some professional, scientific or scholarly field?	0 1 2 3 4
2.	Vocabulary, terminology, and facts in various fields of knowledge?	0 1 2 3 4
3.	Broadended acquaintance and appreciation of literature?	0 1 2 3 4
4.	Appreciation and enjoyment of art, music and drama?	0 1 2 3 4
5.	Writing and speaking: clear, correct, and effective communication?	0 1 2 3 4
6.	Reasoning: recognizing assumptions, making logical inferences, and reaching correct conclusions?	0 1 2 3 4
7.	Ability to see relationships, and similarities/differences among ideas?	0 1 2 3 4
8.	Understanding the nature of science, experimentation, and theory?	0 1 2 3 4
9.	Critical thinking: ability to raise questions, examine contrary views?	0 1 2 3 4
10.	Quantitative thinking: understanding concepts of probability, proportions, and margins of error?	0 1 2 3 4
11.	Developing a set of values for my personal and civic life?	0 1 2 3 4

SATISFACTION WITH LEARNING OUTCOMES
How well were you prepared by your college education or training for the following outcomes. On the left indicate how adequate the preparation was at <u>this</u> college; and on the right the preparation <u>after</u> leaving this college. Circle the appropriate number for each item.

0. Does not apply to me
1. Very inadequate
2. Inadequate
3. Adequate
4. Good preparation

At This college		After leaving this college
0 1 2 3 4	1. Increased knowledge in an academic field requiring advanced study?	0 1 2 3 4
0 1 2 3 4	2. Preparation for a degree?	0 1 2 3 4
0 1 2 3 4	3. Completion of courses necessary to transfer to a senior institution?	0 1 2 3 4
0 1 2 3 4	4. Assistance in making transfer decisions?	0 1 2 3 4
0 1 2 3 4	5. Other (specify)_____?	0 1 2 3 4

ACADEMIC GOALS

Circle the number which best answers each of the following questions about your ability to do college work.

0. Do not know
1. Definately do not have ability
2. Probably do not have ability
3. Probably do have ability
4. Definately have ability

IN GENERAL, HOW DO YOU FEEL ABOUT YOUR:

1. Ability to do college work in spite of previous academic difficulties? 0 1 2 3 4

2. Ability to do college work which leads to transfer to a senior institution? 0 1 2 3 4

3. Ability to do college work design to make your personal life more satisfying? 0 1 2 3 4

4. Ability to make up for difficulties in basic learning skills (reading, writing, math)? 0 1 2 3 4

STUDENT GOALS

How important are the following academic goals to you? Circle the appropriate number for each item:

0. Does not apply to me
1. Not one of my goals
2. Somewhat important to me
3. Important to me
4. Very important to me

1. Overcoming problems in learning skills (reading, writing, mathematics, and communication)? 0 1 2 3 4

2. Developing high level academic learning in science for advanced study? 0 1 2 3 4

3. Developing high level academic learning in the social science for advanced study? 0 1 2 3 4

4. Developing high level academic learning in the humanities (literature, art, philosophy, etc. for advanced study? 0 1 2 3 4

5. Developing high level academic learning in mathematic, engineering, technology) for advanced study? 0 1 2 3 4

IMPORTANT LEARNER OUTCOMES MEASURES

Standard or college-made instruments can provide data on leaning outcomes. Among them are:

1. Scores on tests that indicate student development in breadth of knowledge about facts and principles across several broad fields of study.

2. Scores on tests that indicate student development in depth of knowledge about about facts and principles in particular fields or majors.

3. Scores on tests that demonstrate student ability to apply general or specialized knowledge to problem solving.

4. Scores on tests that demonstrate student ability to analyze problems, objectivity of evidence, and logical developments.

5. Scores on tests to demonstrate achievement in reading, writing, computation, and communication.

INSTRUCTIONAL AND OTHER COLLEGE REPORTS
Evidence for learner outcomes can be shown from the following type of reports:

1. Reports on levels of vocabulary, terminology, and knowledge expected of students in various courses, programs, and fields of study.

2. Reports on successful completion rates of students in various courses, programs, and fields of study.

3. Reports on transfer rates of precisely defined pre-transfer students across and among academic majors.

4. Reports on college interviews of transfer students at various senior institutions regarding satisfaction with and adequecy of preparation for transfer.

5. Reports on comparison of g.p.a.s before and after transfer: 1 & 2 years out.

SCORES ON SCALES OF STUDENT VALUES
Evidence of learning outcomes can from standard or college-made scales of student beliefs and assessments. Among such evidence are:

1. Scores on scales of student evaluation of learning from self-paced study with media systems.

2. Scores on scales of student evaluation of learning from tutorials.

3. Scores on scales of student evaluation of guided mastery study in learning centers.

4. Scores on scales of to assess student readiness to undertake advanced study.

TRANSFER OF COLLEGE CREDIT
The use and value of credit from your college can be learned by asking such questions as:

Circle the appropriate number at the right, using the following scale:

0. Does not apply to me
1. I did not try to transfer credit
2. I tried but none were accepted
3. Yes; some were not accepted
4. Yes; all or most were accepted

1. Did you transfer any credits from this college to another community college? 0 1 2 3 4

2. Did you transfer any credits from this college to a senior institution? 0 1 2 3 4

3. Did you Transfer any credits from this college to a private busines, vocational, or technical school or college? 0 1 2 3 4

MAJORS OR FIELDS OF STUDY
(Programs usually requiring less than 4 years of study)

If your preferred major or field of study does not required transfer to a senior institution, read over the list below and answer the following questions by putting the appropriate number in the boxes:

[ ] 1. My declared or intended major?
[ ] 2. What I really would like to do if their were no restrictions on my choice?

Less than Four Years of Study

5000 Business and Commerce Technologies (includes Accounting, Banking, Commercial Art, Hotel and Restaurant Management)
5005 Secretarial Technologies (includes Office Supervision and Management, Stenographics and Typing Technology)
5006 Personal Service Technologies (includes Cosmetologist, Stewardess Training)
5100 Data Processing Technologies (includes Computer Programming, Keypunching)
5200 Health Services and Paramedical Technologies (includes Dental and Medical Assistant, LPN, Occupational and Physical Therapy Technology)
5300 Mechanical and Engineering Technologies (includes Aeronautical and Automotive Technology, Welding, Electronics, Architectural Drafting)
5317 Construction and Building Technologies (includes Carpentry, Plumbing, Sheet Metal, Heating)
5400 Natural Science Technologies (includes Agricultural Technology, Environmental Health Technology, Forestry and Wildlife Technology)
5404 Food Services Technologies (includes Food Service Supervising, Institutional Food Preparation)
5500 Public Service Technologies (includes Law Enforcement Technology, Teacher Aid Training, Fire Control Technology, Public Administration Technology)
5506 Recreation and Social Work Related Technolgies
8000 Other _____
9000 Undecided but probably less than 4-year program

STUDENT MAJOR OR FIELD OF STUDY
(Program usually requiring four or more years of study)

If your preferred major or field of study requires four or more years of study, look over the list of majors below and answer the following by putting the appropriate number from the list in each box.

[ ] 1. My declared or intended major?
[ ] 2. What I would really prefer if there were no restrictions on my choice?

Programs usually requiring 4 or more years of study

0100	Agriculture and Natural Resources
0200	Architecture and Environmental Design
0300	Area Studies (includes Asian, Black Studies)
0400	Biological and Life Sciences
0500	Business and Management
0600	Communications
0700	Computer and Information Sciences
0800	Education
0900	Engineering
1000	Fine And Applied Arts (includes Art, Dance, Drama, Music)
1100	Foreign Languages
1200	Health Professions
1300	Home Economics (includes Clothing & Textiles, Food Service Management)
1400	Law
1500	Letters (includes Creative Writing, Literature, Philosophy, Speech)
1600	Library Science
1700	Mathematics
1800	Military Science
1900	Physical Sciences (includes Chemistry, Physics, Earth Sciences)
2000	Psychology
2100	Public Affairs and Social Services
2200	Social Sciences (includes Anthropology, History, Economics, Political Science, Sociology)
2300	Theology and Religion
4900	Interdisciplinary Studies
6000	Other _____
7000	Undecided but probably program of 4 years or more

PERSONAL

STUDENT PERSONAL GOALS

Please consider the following student goals. Answer each question by circling one of the numbers to the right of each. Use the following ratings:

0. Does not apply to me
1. Not one of my goals
2. Somewhat important to me
3. Important to me
4. Very important to me

1. Participating in cultural/social events?	0 1 2 3 4
2. Meeting new people?	0 1 2 3 4
3. Increasing my self-confidence?	0 1 2 3 4
4. Improving my leadership skills?	0 1 2 3 4
5. Learning how to get along better with other people?	0 1 2 3 4
6. Learning things that may enrich my life or make me a more complete person?	0 1 2 3 4
7. Developing my ability to be self-reliant and independent?	0 1 2 3 4
8. Overcoming anxiety about a physical handicap?	0 1 2 3 4
9. Overcoming doubts about my ability to learn in college?	0 1 2 3 4

IMPORTANCE OF APPROVAL BY OTHERS
Indicate how important the approval of certain people are in making your decisions about education and your career. Use the following ratings and circle the number to the right of each person.

0. Does not apply to me
1. Not important
2. Somewhat important
3. Important
4. Very important

1. Both of my parents?	0 1 2 3 4
2. My mother?	0 1 2 3 4
3. My father?	0 1 2 3 4
4. Close friend(s)?	0 1 2 3 4
5. Teachers I know well?	0 1 2 3 4
6. Successful people I respect?	0 1 2 3 4

BELIEFS ABOUT EDUCATION

Please rate each of the following statements about education by indicating how much you agree or disagree with them. Circle the appropriate number to the right.

0. Does not apply to me
1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

1. The main purpose of education is to learn to discover new ideas.	0 1 2 3 4
2. The main purpose of education is to learn an occupation.	0 1 2 3 4
3. Social life in college is equally important as classroom studies.	0 1 2 3 4
4. The main purpose of education is to search for the meaning of life.	0 1 2 3 4
5. Obtaining a degree is more important to my parents than it is to me.	0 1 2 3 4
6. I'm going to college because I don't know what else to do.	0 1 2 3 4
7. Athletics is the most important aspect of college.	0 1 2 3 4

IMPORTANCE OF DEGREES

Students have different educational aspiration. How important are the following levels of education to you. Circle your beliefs about the following outcomes of education. Circle the appropriate number for each outcome, using the ratings below:

0. Does not apply to me
1. Not very important
2. Somewhat important
3. Important
4. Very important

1. A few courses of personal interests.	0 1 2 3 4
2. A personal pattern of specific courses.	0 1 2 3 4
3. At least a certificate of completion for a vocational program.	0 1 2 3 4
4. An A.A. or A.S. (2-year degree).	0 1 2 3 4
5. An A.B. or B.S. (4-year degree).	0 1 2 3 4
6. A masters (graduate degree).	0 1 2 3 4
7. A doctoral degree (PH.D, M.D. LL.D)	0 1 2 3 4

STUDENT GOALS

The following statements represent the goals of many college students. Using the scale below, circle the number to show the importance of these goals to you:

0. Does not apply to me
1. Not one of my goals
2. Somewhat important to me
3. Important to me
4. Very important to me

ACADEMIC GOALS

1. To increase my knowledge in an academic field. 0 1 2 3 4
2. To obtain a certificate or degree. 0 1 2 3 4
3. To complete a course of study necessary to transfer to a senior institution. 0 1 2 3 4
4. Other (specify) _____. 0 1 2 3 4

CAREER GOALS

5. To discover my career interests. 0 1 2 3 4
6. To decide on career plans or goals. 0 1 2 3 4
7. To prepare for a career. 0 1 2 3 4
8. Other (specify) _____. 0 1 2 3 4

JOB OR CAREER IMPROVEMENT GOALS

9. To improve my knowledge, technical skills, and or competencies required for my job. 0 1 2 3 4
10. To improve my chance for a raise or other promotions. 0 1 2 3 4
11. Other (specify) _____. 0 1 2 3 4

SOCIAL AND CULTURAL GOALS

12. To be actively involved in student life. 0 1 2 3 4
13. To increase my participation in cultural and social events. 0 1 2 3 4

(next page)

STUDENT GOALS (continued)

0. Does not apply to me
1. Not very important
2. Somewhat important
3. Important
4. Very important

SOCIAL AND CULTURAL GOALS (Continued)

14. To meet people. 0 1 2 3 4

15. Other (Specify)_____. 0 1 2 3 4

PERSONAL DEVELOPMENT GOALS

16. To increase my self-confidence. 0 1 2 3 4

17. To improve my leadership skills. 0 1 2 3 4

18. To improve my ability to get along with others. 0 1 2 3 4

19. To learn ways to enrich my daily life. 0 1 2 3 4

20. To develop independence, self-reliance, and adaptability. 0 1 2 3 4

21. Other (Specify)_____. 0 1 2 3 4

FROM THE ABOVE SELECT THE THREE MOST IMPORTANT
Enter there numbers in the brackets below:

22. [ ] Most important.

23. [ ] Second most important.

24. [ ] Third most important.

ATTITUDES ABOUT SELF

Please answer the following questions about yourself by circling the appropriate number in the right column, using the responses below:

0. Does not apply to me
1. Dont feel too sure of myself
2. Will probably get by OK
3. Feel pretty sure of myself
4. Am quite confident about myself

HOW DO YOU FEEL ABOUT:

1. Learning skills I need to complete my education?	0 1 2 3 4
2. Ability to make decisions about my future?	0 1 2 3 4
3. My physical condition in achieving my goals?	0 1 2 3 4
4. Attitudes of other students about my ethnic background?	0 1 2 3 4
5. Attitudes of college teachers/officials to my ethnic background?	0 1 2 3 4
6. My financial resources to continue my education?	0 1 2 3 4
7. Getting help at this college for my academic course work?	0 1 2 3 4
8. Getting help at this college for some of my personal problems?	0 1 2 3 4
9. Being able to get to and from campus, and around campus with my handicap?	0 1 2 3 4
10. Getting readers or special materials due to my visual or hearing handicap?	0 1 2 3 4
11. Learning English as a second language?	0 1 2 3 4
12. Dealing with problems at home about my education?	0 1 2 3 4
13. Dealing with problems at home about my career or work?	0 1 2 3 4
14. Finding a job while I attend college?	0 1 2 3 4
15. Managing my time?	0 1 2 3 4
16. Deciding what to do when I finish my program or leave this college?	0 1 2 3 4
17. Making friends with other students?	0 1 2 3 4
18. Knowing that I am older than most of the students at this college?	0 1 2 3 4
19. Finding customs at this college which are different from my background?	0 1 2 3 4

Continue on next page

(Continue from previous page.)

HOW DO YOU FEEL ABOUT:

0. Does not apply to me
1. Don't feel to sure of myself
2. Will probably get by OK
3. Feel pretty sure of myself
4. Am quite confident about myself

20.	Facing the fact that I wanted to go to a different college?	0 1 2 3 4
21.	Trying things I have never done before?	0 1 2 3 4
22.	Finding teachers and counselors who understand my ethnic culture.	0 1 2 3 4
23.	Physical challenges in sports and recreation?	0 1 2 3 4
24.	Stimulation at this college for my creative talents and interests?	0 1 2 3 4
25.	Stimulation at this college for my intellectual interests?	0 1 2 3 4
26.	Learning how to use new technology and equipment?	0 1 2 3 4
27.	Becoming more self-reliant?	0 1 2 3 4
28.	Convincing people at the college that my handicap doesn't make me dependent?	0 1 2 3 4
29.	Making up my mind about the value of education for me?	0 1 2 3 4
30.	Developing faith in myself?	0 1 2 3 4
31.	Concerns about having been out of school so long?	0 1 2 3 4

CHOOSING A COLLEGE MAJOR

As you think about <u>choosing</u> a major, circle one of the following numbers to the right of each possible influence:

0. Does not apply to me
1. No influence on my choice
2. A little influence
3. Considerable influence
4. A great deal of influence

1.	What my parents wanted me to do.	0 1 2 3 4
2.	My academic record in high school.	0 1 2 3 4
3.	Advice and attitude of my friends.	0 1 2 3 4
4.	Advice of high school teacher(s) or counselor(s).	0 1 2 3 4
5.	Advice of teachers at this college.	0 1 2 3 4
6.	Advice of counselors at this college.	0 1 2 3 4
7.	Awareness of courses and other requirements of possible majors.	0 1 2 3 4
8.	Awareness of my own abilities.	0 1 2 3 4
9.	The career and/or achievements of someone I admire.	0 1 2 3 4
10.	Awareness of handicap(s) I have.	0 1 2 3 4
11.	Financial cost of completing major.	0 1 2 3 4

SELF-DESCRIPTION

How true are the following descriptors of you at the present time? Circle the appropriate number at the right of each item, using the following:

0. Does not apply to me
1. Never true of me
2. Sometimes true of me
3. True of me most of the time
4. Always true of me

1.	In conflict with my parent(s).	0 1 2 3 4
2.	Trying to understand myself.	0 1 2 3 4
3.	Out for a good time.	0 1 2 3 4
4.	Unhappy and isolated from people around me.	0 1 2 3 4
5.	Independent in thoughts and actions.	0 1 2 3 4
6.	Don't have enough time to do all the things that interest me.	0 1 2 3 4
7.	Can't seem to get interested in anything around me.	
8.	Wish I hadn't chosen my present major.	0 1 2 3 4
9.	Wish I hadn't come to college.	0 1 2 3 4
10.	Really excited about the things I am learning at this college.	0 1 2 3 4

EDUCATIONAL ASPIRATIONS

As you think about your education, how true are the following of you. Circle the number to the right for each item, using the following responses:

0. Does not apply to me
1. Never true of me
2. Sometimes true of me
3. True of me most of the time
4. Always true of me

1. Education is one of the most important thinks in life.	0 1 2 3 4
2. I regret not studying more in high school.	0 1 2 3 4
3. I wonder whether I should finish my program at this college.	0 1 2 3 4
4. Transfering to a senior college is one of my objectives.	0 1 2 3 4
5. Getting grades is less important than what you learn.	0 1 2 3 4

ACHIEVING IN COLLEGE WORK

Please answer the followng questions about your self-assessment about doing college work. Circle the number to the right of each question, using the scale below:

0. Don't know
1. Definately do not have ability
2. Probably do not have ability
3. Probably have the ability
4. Definately have the ability

1. Successfully complete some courses at this college?	0 1 2 3 4
2. Complete a two-year program here?	0 1 2 3 4
3. Successfully transfer to a university or senior college?	0 1 2 3 4
4. Successfully complete a 4-year degree?	0 1 2 3 4
5. Enter graduate school someplace?	0 1 2 3 4
6. Successfully complete a graduate school degree (MA or beyond)?	0 1 2 3 4

DECISION ABOUT ATTENDING THIS COLLEGE
How much influence did the following things have on your decision to attend this college? Circle the number to the right, using the following ratings:

0. Does not apply to me
1. No influence
2. A little influence
3. Considerable influence
4. Great deal of influence

1. My own plans for the future.	0 1 2 3 4
2. What my parent(s) wanted for me.	0 1 2 3 4
3. My grades in high school.	0 1 2 3 4
4. Cost of room and board (at home or on my own).	0 1 2 3 4
5. Cost of clothing and personal items.	0 1 2 3 4
6. Transportation, including cost of operating a car.	0 1 2 3 4
7. My amount and hours of employment.	0 1 2 3 4
8. Test scores of college ability.	0 1 2 3 4

DIFFICULTY IN DECIDING ON MAJOR

Circle the number to the right that indicates the difficulty you had in choosing a major field of study.

0. Have not made a choice yet
1. Considerable difficulty
2. Fair amount of difficulty
3. Not much difficult
4. No difficulty

1. How difficult has it been for you to choose a college major? 0 1 2 3 4

TIME OF MAKING DECISIONS

Think about when you were first rather sure about certain education and career decisions. Circle the number to the right for each decision, using the time scale below:

0. I still don't know
1. After trying some things out in college
2. My senior year in high school
3. Around the 10th or 11th grade in high school
4. Before high school

1. Whether to go to college?	0 1 2 3 4
2. What type of college to attend?	0 1 2 3 4
3. A specific college to attend?	0 1 2 3 4
4. To attend this college?	0 1 2 3 4
5. The general area of work I enjoy?	0 1 2 3 4
6. A reasonably specific career choice?	0 1 2 3 4
7. The general type of life I want to live as a mature adult?	0 1 2 3 4
8. What role I want to play in society?	0 1 2 3 4

DECISION TO ATTEND THIS COLLEGE

Circle the number to the right that best describes your feelings, using the responses below:

0. I should have gone elsewhere
1. I probably should have gone elsewhere
2. I might not have made the right decision
3. I probably made the right decision
4. I definately made the right decision

1. Looking back, do you think you made the best decision by choosing to attend this college? 0 1 2 3 4

REASONS FOR MY LEAVING COLLEGE

Consider the reasons below which students have for leaving college. How important were each of these to your decision to leave this college? Circle the number in the right column for each possible reason, using the ratings below:

0. Does not apply to me
1. Not important to my decision
2. Somewhat important
3. Important
4. Very important

ACADEMIC REASONS

1.	Achieve my academic goals	0 1 2 3 4
2.	Transferred to another college	0 1 2 3 4
3.	Needed a break from college	0 1 2 3 4
4.	Courses/programs were not available	0 1 2 3 4
5.	Dissatisfied with my academic record	0 1 2 3 4
6.	Dissatisfied with the quality of teaching	0 1 2 3 4
7.	Dissatisfied with learning environment	0 1 2 3 4
8.	Course work not what I wanted	0 1 2 3 4
9.	Unsure of my academic goals	0 1 2 3 4
10.	Other (specify) _____	0 1 2 3 4

FINANCIAL REASONS

11.	Did not have enough money to continue	0 1 2 3 4
12.	Could not obtain sufficient financial aid	0 1 2 3 4
13.	Could not earn enough money while enrolled	0 1 2 3 4

OTHER REASONS

14.	Achieved my personal goals	0 1 2 3 4
15.	Accepted a job (not in my field)	0 1 2 3 4
16.	Accepted a job (in my field)	0 1 2 3 4
17.	Entered the military	0 1 2 3 4
18.	College experience not what I expected	0 1 2 3 4
19.	Moved out of the area	0 1 2 3 4
20.	Other responsibilities became to great	0 1 2 3 4
21.	Couldn't work and go to college at the same time	0 1 2 3 4
22.	Health reasons	0 1 2 3 4
23.	Other personal problems	0 1 2 3 4
24.	Other (Specify _____	0 1 2 3 4

INFLUENCES ON YOUR DECISION TO COME HERE
What influence your decision to come to this college? Answer each question by circling the appropriate number in the right column, using the responses below:

0. Does not apply to me
1. No influence
2. A little influence
3. Considerable influence
4. A great deal of influence

1. To increase my self-confidence.	0 1 2 3 4
2. To meet new people.	0 1 2 3 4
3. For personal growth and interest.	0 1 2 3 4
4. My friends attend this college.	0 1 2 3 4
5. My respect for the faculty.	0 1 2 3 4
6. It has the program I want.	0 1 2 3 4
7. It is close to home.	0 1 2 3 4
8. Financial reasons.	0 1 2 3 4

DECISIONS YOU MIGHT MAKE

If you do, when might you do each of the following things. Circle the appropriate number in the right column, using the responses below:

0. Does not apply to me
1. Before this term ends
2. At the end of this term
3. After I finish my education
4. Probably never

1. Travel around for a while.	0 1 2 3 4
2. Just take some time off from school for a while.	0 1 2 3 4
3. Leave college permanently before I finish my education.	0 1 2 3 4
4. Increase the amount of time I work for pay, and reduce my courses.	0 1 2 3 4
5. Have a baby, and the return to college when I can.	0 1 2 3 4

FULFILLMENT OF PERSONAL DEVELOPMENT

Indicate the extent to which you feel that your expectations for your own personal development have been fulfilled by your experiences at this college. Circle the number in the right column, using the rating scale below:

0. Does not apply to me
1. Not fulfilled
2. Somewhat fulfilled
3. Largely fulfilled
4. Definately fulfilled

1. Understanding my abilities and limitations, interests, and standards of behavior.	0 1 2 3 4
2. Development of friendships and loyalties of lasting value.	0 1 2 3 4
3. Appreciation of individuality and independence of thought and action.	0 1 2 3 4
4. Experiences and skills in relating to other people.	0 1 2 3 4
5. Broadened understanding of moral and ethical standard.	0 1 2 3 4
6. Awareness of different philosophies, cultures, and ways of life.	0 1 2 3 4
7. A basis for improving my social and economic status in the future.	0 1 2 3 4

PERSONAL DEVELOPMENT OUTCOMES

What are some of the important outcomes you see for yourself as a result of attending <u>this</u> college? Circle the number for each in the right column, using the responses below:

0. Not one of my goals
1. Not important
2. Somewhat important
3. Important
4. Very important

1. Increased self-confidence.	0 1 2 3 4
2. Improved leadership skills.	0 1 2 3 4
3. Improved ability to get along with other people.	0 1 2 3 4
4. Learning things that will enrich my daily life or make me a more complete person.	0 1 2 3 4
5. Ability to be independent, self-reliant, adaptable.	0 1 2 3 4
6. Other (Specify)_____	0 1 2 3 4

From the above list of possible outcomes, select the <u>three</u> that now seem to be the most important personal outcomes from attending <u>this</u> college. Put the number of the items in the three boxes below:

7. [ ] Most Important
8. [ ] Second Most Important
9. [ ] Third Most Important

HELPFULNESS OF LEARNING OUTCOMES

Think about your learning experiences in <u>this college.</u> Indicate how helpful each of the following have been by circling the number in the right column, using the helfulness scale below:

0. Does not apply to me
1. Not helpful
2. Somehat helpful
3. Helpful
4. Very helpful

	THIS COLLEGE
1. Understanding what college is about.	0 1 2 3 4
2. Scheduling my time to get things done.	0 1 2 3 4
3. Using my own initiative.	0 1 2 3 4
4. Learning how much it really costs to attend college.	0 1 2 3 4
5. Independence in my thinking and and behavior.	0 1 2 3 4
6. A satisfying philosophy of life.	0 1 2 3 4
7. Ability to get along with different kinds of people.	0 1 2 3 4
8. Confidence in taking a stand on things I believe in.	0 1 2 3 4
9. Confidence in my ability to do college work.	0 1 2 3 4
10. Confidence in living with my physical handicap.	0 1 2 3 4

CAREER/EMPLOYMENT

INTERESTS IN CAREER FIELDS

How well do the following groups of career fields fit your interests. Answer each of the following questions even if the field is not one of high interest to you. Circle the numbers in the right hand column, using the following indicators of interest:

0. Not of interest to me
1. Sort of interested, but too much work
2. Sort of interested; can't afford it
3. Seriously considering something like this
4. Have delared my major in this field
5. This is definately the field for me

1. Craftsperson, builder, skilled or technical worker?	0 1 2 3 4
2. Salesperson, promoter, merchandise buyer, real estate sales?	0 1 2 3 4
3. Public official, organizer, administrator, manager?	0 1 2 3 4
4. Teacher, public service, medical practitioner, legal field, religious worker?	0 1 2 3 4
5. Professional sports, entertainer, TV or radio performance?	0 1 2 3 4
6. Engineer, Commercial pilot, space and related technology?	0 1 2 3 4
7. Creative artist, inventor, designer	0 1 2 3 4
8. Researcher, scholar, scientist?	0 1 2 3 4

Using the same 0-5 responses above, answer the following questions about preferred employment characteristics. Answer each question by circling the appropriate number to the right.

9. A job with opportunities to help other people?	0 1 2 3 4
10. A job where I can earn a lot of money?	0 1 2 3 4
11. A job in which I can be creative?	0 1 2 3 4
12. A job with prestige and/or power?	0 1 2 3 4
13. A job which is stable and secure?	0 1 2 3 4

INFLUENCES ON OCCUPATIONAL CHOICE

The following questions concern your career and occupational choice; and experiences which may influence your decisions. Consider the extent to which they <u>reinforced</u> your choice and circle the appropriate numbers in the right column. Then, consider the extent to which they made you reconsider your choice , and circle the appropriate numbers.

Influences on your <u>most likely choice</u> of occupation or career:

0. Does not apply to me
1. No influence
2. A little influence
3. Considerable influence
4. A great deal of influence

<u>Reinforced my Choice</u>

1. Course work?	0 1 2 3 4
2. Contact with teachers?	0 1 2 3 4
3. Counseling?	0 1 2 3 4
4. Work experience?	0 1 2 3 4
5. Family discussion?	0 1 2 3 4
6. Talks with friends?	0 1 2 3 4
7. Independent reading?	0 1 2 3 4
8. Successful person(s)	0 1 2 3 4

<u>Made me Reconsider My Choice</u>

9. Course work	0 1 2 3 4
10. Contact with teachers	0 1 2 3 4
11. Counseling	0 1 2 3 4
12. Work experience	0 1 2 3 4
13. Family discussions	0 1 2 3 4
14. Talks with friends	0 1 2 3 4
15. Independent reading	0 1 2 3 4
16. Successful person(s)	0 1 2 3 4

STUDENT CAREER GOALS

Please consider each of the following student career goals. Answer each question by circling the appropriate number in the right column, using the responses below:

0. Does not apply to me
1. Not one of my goals
2. Somewhat important to me
3. Important to me
4. Very important to me

How important to you is:

1. Discovering my career interest?	0 1 2 3 4
2. Making long-term career plans or goals?	0 1 2 3 4
3. Preparing for a <u>new</u> career?	0 1 2 3 4
4. Increasing my chances for a raise or promotion?	0 1 2 3 4
5. Improving my knowledge and technical skills for my job?	0 1 2 3 4
6. Just getting a job--any job?	0 1 2 3 4
7. Finding out what kind of education I need for the kind of work I want to do?	0 1 2 3 4

STUDENT GOALS

Please consider the following student goals. Indicate whether or not each is important to you by circling the appropriate number in the right column.

0. Not Important to me
1. Important to me

Career Preparation Goals

1. Discovered career interests	0 1
2. Forumulated long-term plans and goals	0 1
3. Prepared for a new career	0 1
4. Other (specify) _____	0 1

Job or Career Improvement Outcomes

5. Improved knowledge, technical skills and competencies for job or career	0 1
	0 1
6. Increased chances for a raise or promotion	0 1
7. Other (specify) _____	0 1

GOALS AT ENTRY AND NOW

The following are reasons students give for enrolling in a community college. What <u>was</u> their importance to you when you <u>first</u> enrolled, and their importance to you <u>now</u>? Circle the appropriate numbers in the left and right hand columns.

0. Does not apply to me
1. Not one of my goals
2. Somewhat important to me
3. Important to me
4. Very important to me

WHEN I FIRST ENROLLED	REASON	NOW
0 1 2 3 4	1. To discover career interests	0 1 2 3 4
0 1 2 3 4	2. To improve occupational skills	0 1 2 3 4
0 1 2 3 4	3. To get training to get a job	0 1 2 3 4
0 1 2 3 4	4. To move up in my current job	0 1 2 3 4
0 1 2 3 4	5. To change job field	0 1 2 3 4

FULLFILLMENT OF JOB TRAINING

People enroll in community colleges in order to fulfill a variety of academic, career, and personal expectations. Indicate the extent to which you feel your expectations have been met by the various courses you have taken at this college by circling a number in the right column.

0. Does not apply to me
1. Not fullfilled
2. Somewhat fulfilled
3. Largely Fullfilled
4. Definately fulfilled

1. Skills and techniques directly applicable to a job?	0 1 2 3 4
2. Understanding responsibilities and relations on a job.	0 1 2 3 4

SATISFACTION WITH COLLEGE PREPARATION

How satisfied are you with the efforts of this college to prepare you for a specific field of employment or career? Answer the following questions about your career preparation by circling the appropriate number in the left column for each.

0. Does not apply to me
1. Not satisfied
2. Somewhat satisfied
3. Satisfied
4. Very satisfied

1.	The specific content of courses in my major field?	0 1 2 3 4
2.	The quality of teaching in my major courses?	0 1 2 3 4
3.	Career advising and counseling?	0 1 2 3 4
4.	The general education which seeks to make one a better citizen, member of a family and more aware of oneself?	0 1 2 3 4
5.	Experiences which help one get along well with other people?	0 1 2 3 4
6.	The general skills needed which help one to get and hold a job (such as writing, speaking, computation, etc.)?	0 1 2 3 4
7.	Opportunities to talk and visit with people who are successful at what I want to do?	0 1 2 3 4
8.	Educational facilities and equipment that is appropriate for my training?	0 1 2 3 4
9.	A college environment which encourages good work and self-confidence?	0 1 2 3 4
10.	Your overall vocational preparation?	0 1 2 3 4
11.	Learning how to think and make decisions about my career?	0 1 2 3 4

PREPARATION FOR FIRST JOB

Circle the appropriate number in the right column.

0. Does not apply to me
1. Inadequate preparation
2. Adequate preparation
3. Good preparation
4. Excellent preparation

1. How well did this college prepare you for your <u>first</u> job? 0 1 2 3 4

TIME LOOKING FOR FIRST JOB

Circle the number to the right for the question below:

0. Don't have a job; not looking for one
1. Don't have a job; looking for one
2. I continued job I had while in college
3. Less than three months
4. Three to six months
5. Six months to one year
6. More than one year

1. After leaving this college, how long did you look for work before getting your first job? 0 1 2 3 4 5 6

FINDING YOUR JOBS

How did you find your jobs. Answer each of the following questions by circling the number in the right column for the primary method used.

0. Does not apply to me
1. Nothing helped very much
2. Used college placement office
3. Help of counselor, teacher, or someone else at college
4. Help of friends or relatives
5. Other (Specify _____

1. How did you find you first job?	0 1 2 3 4 5
2. How did you find your present job?	0 1 2 3 4 5
3. If you were to look for a new job which do you think would be the most effective?	0 1 2 3 4 5

LICENSING OR CERTIFICATION EXAMINATIONS

Circle the appropriate number in the right column using the following responses:

0. No, and I do <u>not</u> plan to
1. No, have not take an exam but plan to
2. Yes, but did not pass exam
3. Yes, but don't know results
4. Yes, and I passed exam

1. I Have you or do you expect to take examination related to you field of study at this college?	0 1 2 3 4

FINDING FIRST JOB

1. Circle all the numbers below that were helpful in finding your first job.

   0. Does not apply to me
   1. College placement office
   2. Faculty member(s)
   3. Counselor(s)
   4. Professional or trade periodicals or organizations
   5. Employment agency
   6. Newspaper advertisement
   7. Direct application to employer
   8. Friends or relatives
   9. Other (Specify) _____

Of the above which was the most helpful?
Put the appropriate number in the box below:

[ ] 2. Most helpful in finding first job.

CURRENT EMPLOYMENT

Indicate your current employment status by circling the number to the right using the following responses:

0. I am not currently employed
1. I have a part-time job outside of the home
2. I have my own business and do my work at home
3. I have a full-time job outside of the home
4. I have my own business outside of the home

1. What is your current job status? 0 1 2 3 4

If you are currently <u>not</u> employed or are <u>not</u> working in a job related to your major area of study at this college, indicate if the following are true or not true by circling the numbers to the right.

0. Not true
1. True

2. I never looked for work related to my field of study. 0 1

3. I looked for work related to my field of study but could not find any. 0 1

JOBS SINCE LEAVING THIS COLLEGE

Use the following responses to indicate how many jobs you have had: Circle the appropriate numbers in right column.

0. None
1. Only one
2. Two or three
3. Three or four
4. Five or more

1. About how many <u>different</u> jobs, for pay, have you had since leaving this college? this college?	0 1 2 3 4
2. About how many <u>different</u> jobs did you have <u>before</u> coming to this college?	0 1 2 3 4

JOB CLASSIFICATION (COMPLETERS)

1. What was the <u>first</u> job you had after you completed your program at this college (e.g. accountant, draftsman, nurse, salesperson)?
   Specify_____

2. What is your <u>current</u> job? If you are not currently employed, what was your most <u>recent</u> job?
   Specify_____

Now look at the list of Occupational Titles and enter in the boxes below the numbers of the categories of your <u>first</u> and <u>current</u> jobs:

3. First job [ ]
4. Current job [ ]

Occupational Titles

01 Agricultural and Forestry Occupations, Fishers and hunters
02 Clerical Occupations
03 Construction, Drilling, Mining Occupations
04 Executive, Administrator, Managerial Occupations
05 Health (Diagnosing and Treating Practitioners)
06 Health (Technologists and Technicians)
07 Marketing and Sales Occupations
08 Material Handlers, Equipment Cleaners, Laborers
09 Mechanics and Repairers
10 Military Officer
11 Military Occupations (Other than Officer)
12 Natural Scientists, Mathematicians
13 Nurses, Pharmacists, Dietitians, Therapists, Assistants to Physicians
14 Production Occupations (Concerned with setting up, operating, or tending machines and with hand production, usually in a factory or shop?
15 Service Occupations (waiter, service station, cleaners)
16 Social Scientists, Social Workers, Religious Workers, Lawyers
17 Teachers, Librarians, Counselors
18 Technologist, Technicians (except Health)
19 Transportation, Material-Moving Occupations
20 Writers, Artists, Editors, Musicians
21 Athletes (Professional Sports)
22 Other

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SALARY OF FIRST JOB

1. What is/was your annual salary or wage in your <u>first</u> job? Check the box below that is most appropriate:

[ ] 0. Less than $3,000 per year
[ ] 1. $3,000 to $5,999 per year
[ ] 2. $6,000 to $8,999 per year
[ ] 3. $9,000 to $11,999 per year
[ ] 4. $12,000 to $14,999 per year
[ ] 5. $15,000 to $17,999 per year
[ ] 6. $18,000 to $20,999 per year
[ ] 7. $21,000 to $23,999 per year
[ ] 8. $24,00 or more per year

FIT OF JOBS TO EDUCATION

Relationship of your job(s) to your preparation at this college. Answer each of the questions by circling the appropriate number in the right column, using the responses below.

0. Does not apply to me
1. Not related
2. General learnering was somewhat related
3. Major preparation was somewhat related
4. Major preparation was quite related
5. It was a job I was preparing for

1. My <u>first</u> job after leaving this college?	0 1 2 3 4 5
2. My <u>present</u> job?	0 1 2 3 4 5
3. The job I wooul like to have?	0 1 2 3 4 5

FIT OF JOB TO EDUCATION

Answer the following question by circling the appropriate number in the right column.

0. Not related
1. Somewhat related
2. Directly related

1. If you currently have or will do be starting a <u>new</u> job, to what extent is it related to your major or area of study at this college?	0 1 2
2. To what extent was/is your <u>first</u> related to your major or area of study at this college?	0 1 2

STUDENT INTEREST IN JOB FIT

Think of what you might do to get a job directly related to your major or field of study. Answer the following questions by circling the appropriate numbers in the right column.

0. Does not apply to me
1. No, I would not do this
2. I might, but it wouldn't be easy
3. I probably would do it
4. Yes, I would do it
5. I'm already doing it or planning to

1. Move to another community to work in a job directly related to my major field of study?	0 1 2 3 4 5
2. Take some more courses to strengthen my preparation?	0 1 2 3 4 5
3. Take a part-time job to get some experience in my field of preparation?	0 1 2 3 4 5

WILLINGNESS TO MOVE FOR JOB FIT

Circle the number on the right that answers the following question?

0. No
1. Yes

1. Whether you are currently employed or not, would you be willing to move to another community to work in a job related to your major or field of study at this college?	0 1

PLANS FOR EMPLOYMENT

Please answer the question about your present employment plans by circling the nunber to the right, using the following responses:

0. Does not apply to me
1. I do not plan to work (for pay)
2. I have no employment plans at present
3. I am currently looking for a job
4. I plan to work in a recent job offered
5. I plan to continue working in my same job before leaving the college

1. What are your current employment plans? 0 1 2 3 4 5

FURTHER EDUCATION

Indicatewhere you continued your education after leaving this college by circling the appropriate number in the right column.

0. Did not transfer
1. A vocational/technical school, hospital school of nursing, a trade school, or business school
2. Another community college
3. A public four-year institution
4. A Private four-year institution
5. Other (Specify)_____

1. After your program at this college, what kind of institution did you <u>most recently</u> attend? 0 1 2 3 4 5

ENVIRONMENT

STUDENT EVALUATION OF COLLEGE AND SERVICES

The following are statements about this college and the education and servics it provides. Please indicate how much you agree or disagree with each statement by circling the number in the right column. (If a statement does not apply to you, circle 0.) Use the ratings below:

0. Does not apply to me
1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

1. The extra-curricular activities at this college are right for me.	0 1 2 3 4
2. Most of the instructors go out of their way to help you.	0 1 2 3 4
3. The college has a reputation for being friendly.	0 1 2 3 4
4. Students are encouraged to express their views about instruction and other things.	0 1 2 3 4
5. Students are actively interested in national and international affairs.	0 1 2 3 4
6. Students are conscientious about taking good care of college property.	0 1 2 3 4
7. The major college events draw student participation and enthusiasm.	0 1 2 3 4
8. Counselors know what they are doing in helping students prepare for transfer to a senior institution.	0 1 2 3 4
9. Counselors know what they are doing when students have personal problems which affect their college work.	0 1 2 3 4
10. Counselors know what they are doing in helping students make decisions about their career choices.	0 1 2 3 4
11. Channels for expressing student ideas or complaints are available.	0 1 2 3 4
12. The faculty and college officials show pride in the college.	0 1 2 3 4
13. Students, here, develop a strong sense of social responsibility.	0 1 2 3 4
14. The college has a good reputation in its community.	0 1 2 3 4

THE ENVIRONMENT OF THIS COLLEGE

The following statements have been used to describe college environments. Please indicate whether you believe they accurately describe <u>this</u> college. Circle the number to the right of each item using the following responses:

0. Does not apply to me
1. Strongly disagree
2. Disagree
3. Agree
4. Strongly agree

1.	The extracurricular activities at this college don't fit my needs.	0 1 2 3 4
2.	There is a recognized group of students leaders on campus.	0 1 2 3 4
3.	Many second year students help new students to adjust to campus life.	0 1 2 3 4
4.	It's easy for students to get a group together for card games, singing, going to the movies, etc.	0 1 2 3 4
5.	Students are encourage to give their views on administrative and teaching practices.	0 1 2 3 4
6.	Student publications do not make fun of dignified people and institutions.	0 1 2 3 4
7.	Many students seem to expect other people to adapt to them rather than trying to adapt themselves to others.	0 1 2 3 4
8.	Anyone who knows the right people in the faculty or administration can get a better break here.	0 1 2 3 4
9.	Students pay little attention to rules and regulations.	0 1 2 3 4
10.	Students have opportunities to develop skills in organizing and directing the work of others.	0 1 2 3 4
11.	Students exert considerable pressure on one another to live up to the expected codes of conduct.	0 1 2 3 4
12.	Few of the faculty are interested in students' personal problems.	0 1 2 3 4
13.	A controversial speaker stirs up a lot of student discussion.	0 1 2 3 4
14.	The expression of strong political beliefs is pretty rare around here.	0 1 2 3 4
15.	The school helps people get acquainted.	0 1 2 3 4

COLLEGE SERVICES: USE AND SATISFACTION
The following are services provided by colleges. How do you evaluate these services as provided by <u>this</u> college? For each service circle the number to the left, using the following responses:

0. I did not know about this service
. 1. I knew about service but did not use it
. . 2. I used this service and was not satisfied
. . . 3. I used this service and was satisfied
. . . . 4. I used this service and was very satisfied
. . . . .

0 1 2 3 4	1. Admissions
0 1 2 3 4	2. Registration
0 1 2 3 4	3. Business office
0 1 2 3 4	4. Academic advising
0 1 2 3 4	5. Guidance, counseling, and testing
0 1 2 3 4	6. Study skills improvement: reading, writing, math
0 1 2 3 4	7. Tutoring
0 1 2 3 4	8. Minority student affairs
0 1 2 3 4	9. College cultural events
0 1 2 3 4	10. Athletic programs
0 1 2 3 4	11. Recreation programs
0 1 2 3 4	12. Financial aid
0 1 2 3 4	13. Student employment
0 1 2 3 4	14. Career planning
0 1 2 3 4	15. Job placement services
0 1 2 3 4	16. Housing services
0 1 2 3 4	17. Cafeteria
0 1 2 3 4	18. Health services
0 1 2 3 4	19. Library
0 1 2 3 4	20. Child care
0 1 2 3 4	21. Bookstore
0 1 2 3 4	22. Parking
0 1 2 3 4	23. Campus security
0 1 2 3 4	24. Learning Center
0 1 2 3 4	25. Other (specify) _____

COUNSELING AND ADVISEMENT

Circle the number to the right that best describes your feelings, using the responses below:

0. Does not apply to me
1. Inadequate
2. Adequate
3. Good
4. Excellent

1. Think about your options for further education after completing your program at <u>this</u> college. How would you rate counseling and advisement as you considered your options? 0 1 2 3 4

SATISFACTION WITH ACADEMIC PROGRAMS

Please indicate how satisfied your are with the following experiences at this college. Circle the numbers to the left of each item, using the ratings below:

0. Does not apply to me
. 1. Inadequate preparation
. . 2. Adequate preparation
. . . 3. Good preparation
. . . . 4. Excellent preparation
. . . . .
. . . . .

0 1 2 3 4	1. Your overall college experience.
0 1 2 3 4	2. Your English courses.
0 1 2 2 4	3. Your mathematics courses.
0 1 2 3 4	4. Your social science courses.
0 1 2 3 4	5. Your occupational courses.
0 1 2 3 4	6. Your science courses.
0 1 2 3 4	7. Your arts and humanities courses.
0 1 2 3 4	8. Your technical courses (engineering, architecture, computer science).
0 1 2 3 4	9. Your paraprofessional courses (nursing, dental assisting, etc.).
0 1 2 3 4	10. Your ability to speak in front of a group.
0 1 2 3 4	11. Your ability to learn new ideas and concepts.

USES OF STUDENT TIME

Think about how you use your time at this college and in related activiities. Circle the appropriate number in the left column for each item showing about how much time you spend in a "typical week". Make your best estimate using the time responses below:

0. None (0)
. 1. 1-5 hours
. . 2. 6-10 hours
. . . 3. 11-20 hours
. . . . 4. 21.30 hours
. . . . . 5. 31 hours or more
. . . . . .

0 1 2 3 4 5	1. In classes, labs, or shops.
0 1 2 3 4 5	2. Studying for courses.
0 1 2 3 4 5	3. Working for pay.
0 1 2 3 4 5	4. Outside reading (not specifically for courses.
0 1 2 3 4 5	5. Watching television.
0 1 2 3 4 5	6. Organized sports.
0 1 2 3 4 5	7. On-campus activities (other than sports.
0 1 2 3 4 5	8. Dating or related social activities.
0 1 2 3 4 5	9. Community volunteer work (not for pay).
0 1 2 3 4 5	10. Political or social action.
0 1 2 3 4 5	11. Serious discussions with faculty or friends.
0 1 2 3 4 5	12. Creative activities (art music, dance, etc.).
0 1 2 3 4 5	13. Just hanging around.

PARTICIPATION IN CAMPUS ACTIVITIES

How often do you take part in or attend each of the following <u>campus</u> activities? Circle the number to the left using the time responses below:

0. Never (don't want to)
. 1. Never (would like to)
. . 2. Once or twice a semester/quarter
. . . 3. Once or twice a month
. . . . 4. At least once a week
. . . . .

0 1 2 3 4 1. Sports activities.

0 1 2 3 4 2. Art exhibits.

0 1 2 3 4 3. Plays or literary performances.

0 1 2 3 4 4. "Classical" concerts/performances.

0 1 2 3 4 5. Rock, folk, country or western concerts or dances.

0 1 2 3 4 6. Political or social action meetings.

0 1 2 3 4 7. Informal faculty/student gatherings.

0 1 2 3 4 8. Cultural or world affairs events.

STUDENT CREDITS FROM OTHER COLLEGES

1. For the program you are now taking were any of the credits earned from another college? Circle <u>all</u> the numbers below that apply.

   0. No, they were all earned here.
   1. Yes, from a public 2-year college.
   2. Yes, from a public college or university.
   3. Yes, from a private college or university.
   4. Yes, from a vocational/technical school, hospital school of nursing, trade school, or business school.
   5. Other (Specify) _____.

STUDENT GOALS

Please consider each of the following student goals. Indicate how important each goals is to you by circling the appropriate number for each, using the responses below:

0. Does not apply to me
. 1. Not one of my goals
. . 2. Somewhat important to me
. . . 3. Important to me
. . . . 4. Very important to me
. . . . .
✓ ✓ ✓ ✓ ✓

0 1 2 3 4	1. Attending school in a location that is close to my work.
0 1 2 3 4	2. Getting involved in student life and campus activities.
0 1 2 3 4	3. Getting help with my career planning.
0 1 2 3 4	4. Getting someone to take care of my child while I attend college.
0 1 2 3 4	5. Receiving enough financial aid so I afford to attend college.
0 1 2 3 4	6. Learning better methods of studying.

1. Course Completion Rates: All students, selected groups of students (vocational, technical/paraprofessional, pre-transfer, remedial, underrepresented groups, re-entry women).

CREDITS AWARDED

2. Number of successful unit credits awarded as a percentage of units attempted. Similar ratios by areas of study.

3. Number of credits awarded on a pass/fail or pass/no-credit as a percentage of total credits awarded. Similar ratios by areas of study.

STUDENT TRANSFER

4. Number of students with <u>transfer goals</u> who actually do transfer. Who transfer to different types of institutions.

5. Number of students, <u>defined by the college as transfer students</u>, who actually do transfer. Who transfer to different types of institutions.

DEGREE GOALS OF STUDENTS

6. Number and percentages of students who identify a certain degree, certificate or educational goals as the highest objective.

RECRUITMENT OF STUDENTS

7. Number of off-campus recruiting visits and related activites conducted by college staff (e.g., "College Night", high school programs, conferences).

FINANCIAL AID

8. Numbers and percentages of students granted aid from sources inside and/or outside the college. Also as reported by different groups of students (handicapped, underpresented, other).

HEALTH SERVICES

9. Number of students receiving health services per student during a given time period.

COMPLETION TIME

10. Average number of terms it takes to complete a program, earn a certificate, or earn a A.A. degree, be defined groups of students.

COMMUNITY ACTIVITIES

11. Number and types of off-campus presentation of student and faculty work sponsored by the college (concerts, art shows, science displays, forums, others).

EDUCATIONAL MATERIALS PRODUCTION

12. Number and type of television programs, radio programs, films, learning materials produced for public consumption.

REMEDIATION OUTCOMES

13. Number of defined remediation courses as a percentage of total courses offered. Also, comparative enrollments for courses.

14. Number of remedial students who progress to college level courses. Also reported as percentage of those beginning and/or completing remedial programs.

15. Number of remedial students who successfully complete remedial courses as a percentage of those who initially enrolled.

PROGRAM BALANCE

16. Ratios of required courses to elective courses by programs and subject areas.

17. Ratios of occupational, technical, and transfer courses to courses offered.

18. Ratio of non-credit courses to credit courses.

19. Ratio of remediation courses to total courses offered.

20. Ratio of second-year courses to first-courses in various subject areas.

PROBATION

21. Number of students on probation as a percentage of total enrolled students.

22. Number and percentage of students on probation who drop out of college.

23. Number and percentage of students on probation who return to good standing.

24. Number and percentage of students on probation who are dismissed.

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COUNSELING PRODUCTIVITY

25. Number of students receiving counseling as a percentage of student enrollments.

26. Number of students receiving counseling per FTE student personnel staff.

27. Number of counseling referrals made by teaching faculty.

NON-MAJOR ENROLLMENTS

28. Numbers of non-majors (unclassified) enrolled in programs areas as a percentage of total numbers of students enrolled in those programs.

STUDENT/FACULTY RATIOS

29. Student/faculty ratios: Overall, by subject areas, my major groupings such as vocational, technical, pre-transfer, remediation.

COURSE JOINT LISTINGS

30. Distribution and percentage of courses that are inter-departmental or are jointly listed.

COMMUNITY SERVICES

31. Number of people served by community service programs as a percentage of district population and/or target populations.

32. Types of community service programs offered and user trends over time.

STUDENT OUTCOME DATA

33. Number of non-completers (leavers, drop-outs) forceouts (dismissed), completers, or transfers as percentages of total enrollments.

34. Trends in these percentages over time.

PROGRAM DIVERSITY

35. Ratios of the number of different courses offered to the number of equivalent full-time students.

36. Trends in these ratios over time.

CLASS SIZE

37. Comparative class sizes by courses, programs and subject areas: means, range, and standard deviation.

38. Trends in these comparative class sizes over time.

PROGRAM BUDGET

39. Trends (percentages of change) across program budgets: current fiscal period relative to previous fiscal periods.

DEMOGRAPHICS

AGE

1. What is your date of birth?
   Put check in boxes for month, day, and year.

Birth Date

MONTH	DAY		YEAR	
JAN[ ]	0[ ]	0[ ]	0[ ]	0[ ]
FEB[ ]	1[ ]	1[ ]	1[ ]	1[ ]
MAR[ ]	2[ ]	2[ ]	1[ ]	2[ ]
APR[ ]	3[ ]	3[ ]	3[ ]	3[ ]
MAY[ ]		4[ ]	4[ ]	4[ ]
JUN[ ]		5[ ]	5[ ]	5[ ]
JUL[ ]		6[ ]	6[ ]	6[ ]
AUG[ ]		7[ ]	7[ ]	7[ ]
SEP[ ]		8[ ]	8[ ]	8[ ]
OCT[ ]		9[ ]	9[ ]	9[ ]
NOV[ ]				
DEC[ ]				

1a. What is your date of birth?
Put appropriate numbers in the boxes below. For example January 1, 1955 would be [0][1] [0][1] [5][5].

DAY	MONTH	YEAR
[ ][ ]	[ ][ ]	[ ][ ]

2. How old are you?
Please check appropriate box below:

[ ] Under 18
[ ] 18 - 21
[ ] 22 - 25
[ ] 26 - 29
[ ] 30 - 35
[ ] 36 - 45
[ ] 46 - 55
[ ] 56 - 65
[ ] 65 or more

YOUR SEX

1. Please indicate your sex.
   Check the box below:

   [ ] Male
   [ ] Female

   Circle the number in the right column:

   0. Male
   1. Female

1a. Please indicate your sex. 0 1

ETHNIC BACKGROUND

1. How do you describe yourself?
   Check the most appropriate box below:

	CODE	ETHNIC BACKGROUND CATEGORIES
[ ]	11	American Indian or Alaskan Native
		Asian or Pacific Islander
[ ]	21	Chinese
[ ]	22	Filipino
[ ]	23	Hawaiian and part-Hawaiian
[ ]	24	Korean
[ ]	25	Japanese
[ ]	26	Pacific Islander, including Fijian, Micronesian, Samoan, Tahitian, Tongan
[ ]	27	Other Asian, including Cambodian, Laotian, Thai, Vietnamese
[ ]	28	Mixed Asian and/or Pacific Islander
[ ]	29	Persons of the Indian Subcontinent: Afghanistan, Bangladesh, India, Nepal, Pakistan, Sri Lanka
		Black, not of Hispanic Origin
[ ]	41	Black
		Hispanic
[ ]	51	Mexican American
[ ]	52	Puerto Rican
[ ]	53	Other Hispanic
[ ]	54	Mixed Hispanic
		White, not of Hispanic Origin
[ ]	61	Caucasian, including any persons having origin in any of the people of North Africa, The Middle East or Europe (excluding Spain and Portugal)
[ ]	62	Portugese
		Mixed Ethnic Background
[ ]	71	A combination of ethnic backgrounds which includes two or more of the five major categories (American Indian and Native Alaskan, Asian or Pacific Islander, Black, Hispanic, and White.

ETHNIC BACKGROUND

Please answer the following question by circling the appropriate number in the right column using the following responses:

0. American Indian or Alaskan Native
1. Asian, Pacific Islander, Filipino
2. Black or Afro-American
3. Hispanic, Chicano, Spanish-speaking American
4. White or Caucasian
5. Other_____

1. How do you describe yourself? 0 1 2 3 4 5

1a. How do you describe yourself? (Circle One)

0. American Indian or Alaskan Native
1. Asian, Pacific Islander, Filipino
2. Black or Afro-American
3. Hispanic, Chicano, Spanish-speaking American
4. White or Caucasion
5. Other_____

MARITAL STATUS

1. MARITAL STATUS (Check one)

[ ] 0. Never Married
[ ] 1. Married
[ ] 2. Separated
[ ] 3. Divorced
[ ] 4. Widowed

2. Are you currently married?

[ ] 0. No
[ ] 1. Yes

SELF REPORT OF HANDICAP

1. Do you have a handicap? Please circle all that apply:

   [ ] 0. No
   [ ] 1. Yes, Hearing Disability
   [ ] 2. Yes, Restricted Mobility
   [ ] 3. Yes, Vision Disability
   [ ] 4. Yes, Speech Disability
   [ ] 5. Yes, Learning disability
   [ ] 6. Yes, other _____
   [ ] 7. Yes, but I prefer not to record it on this form

2. At this college do you need any special assistance?

   [ ] 0. No Handicap
   [ ] 1. No assistance need
   [ ] 2. I would like to talk to someone about that
   [ ] 3. I need assistance: _____
   _____

RESIDENCE WHILE ATTENDING COLLEGE

Using the following list of places where students might live while going to college, please answer the following questions by circling the appropriate number to the right?

0. Parents' (guardian's) home
1. Private apartment with other student(s)
2. Apartment or house (alone or with spouse)
3. Private home with other than immediate family
4 Private boarding or rooming house
5. College-operated dorm, house, apartment)
6. A sorority or fraternity house
7. Other _____

1. Where do you live now while attending this college?	0 1 2 3 4 5 6 7
2. Where would you like to live?	0 1 2 3 4 5 6 7
3. If you should transfer to another college where would you prefer to live?	0 1 2 3 4 5 6 7

PERSONS DEPENDENT UPON YOU FOR CARE AND/OR SUPPORT

Please answer the following questions about people who are dependent upon you for care and/or financial support. Use the following responses and circle the number in the right column:

0. None
1. One
2. Two
3. Three
4. Four
5. Five or more

1. How many persons do your provide <u>primary</u> care and/or support?	0 1 2 3 4 5
2. For how many persons do you provide <u>some</u> care and/or support?	0 1 2 3 4 5
3. How many children who are too young to care for themselves do you provide care and support?	0 1 2 3 4 5

STUDENT FINANCIAL ASSISTANCE

1. Do you plan to apply for financial aid at this college? Check the box below:

   [ ] 0. No, I don't think I will ever apply
   [ ] 1. Maybe, but I am not sure
   [ ] 2. Yes, I plan to apply
   [ ] 3. Yes, I have already applied

2. Please mark <u>all</u> sources of support your are using to finance you education at this college:

   [ ] Savings
   [ ] Loans
   [ ] Grants
   [ ] G.I. Benefits
   [ ] Spouse
   [ ] Support from Parent(s)
   [ ] Full-time work
   [ ] Part-time work
   [ ] Employer Support
   [ ] Other_____

3. Is the financial aid package you are receiving at this college enough for your needs?

   [ ] 0. Does not apply to me
   [ ] 1. Very inadequate
   [ ] 2. Probably enough
   [ ] 3. Adequate
   [ ] 4. Definately enough

4. How much of the money you are using for living expenses and fees at this college come from someone else:

   [ ] 0. None
   [ ] 1. 1--19 %
   [ ] 2. 20-39 %
   [ ] 3. 40-59 %
   [ ] 4. 60-79 %
   [ ] 5. 80-100%

TIME OF ENTRY TO THIS COLLEGE

1. When did you first enroll at <u>this</u> college:

Month		Year	
[ ]	JAN	[ ] 10	[ ] 10
[ ]	FEB	[ ] 11	[ ] 11
[ ]	MAR	[ ] 12	[ ] 12
[ ]	APR	[ ] 13	[ ] 13
[ ]	MAY	[ ] 14	[ ] 14
[ ]	JUN	[ ] 15	[ ] 15
[ ]	JUL	[ ] 16	[ ] 16
[ ]	AUG	[ ] 17	[ ] 17
[ ]	SEP	[ ] 18	[ ] 18
[ ]	OCT		[ ] 19

REASONS FOR ENTERING THIS COLLEGE

1. Why did you come to this college?
   (Check all that apply)

   [ ] 0. No definate purpose
   [ ] 1. To take a few courses for self-improvement
   [ ] 2. To earn an occupational certificate
   [ ] 3. To take a few job-related courses
   [ ] 4. To take a few courses necessary for early transfer to a 4-year college
   [ ] 5. To complete a two-year vocational or technical program
   [ ] 6. To complete a two-year transfer program

LEARNING ABOUT THIS COLLEGE

1. How did you learn about <u>this</u> college?
   Check <u>all</u> items that apply.

   [ ] 0. From people at my high school
   [ ] 1. From relatives or friends
   [ ] 2. From a representative of this college
   [ ] 3. From a college placement service or some other educational service
   [ ] 4. From a college catalog
   [ ] 5. From materials recieved in the mail
   [ ] 6. From reading newspapers or magazines
   [ ] 7. From radio or TV programs
   [ ] 8. From information displays at shopping center, county fair, or similar place
   [ ] 9. Other _____

INFLUENCES TO ENTER THIS COLLEGE

1. The decision to attend a particular college is usually influenced by a number of things. Please check all of the factors that seem to have influenced your decision to attend this college.

[ ] 0. Academic reputation of this college
[ ] 1. Course offerings
[ ] 2. Advice of former student(s)
[ ] 3. Teacher(s) advise
[ ] 4. Counselor(s) advise
[ ] 5. Employer's suggestion
[ ] 6. Will help retain my current job
[ ] 7. Costs
[ ] 8. Availability of financial aid
[ ] 9. Social reputation of college
[ ] 10. Close to home
[ ] 11. Wanted change of location
[ ] 12. Scope and availability of student services
[ ] 13. I can identify with fellow students
[ ] 14. Inconvenient to go elsewhere
[ ] 15. My work is close by
[ ] 16. Other _____

COLLEGE ELIGIBILITY

Please answer the following questions about your elibibility when you first enrolled at this college, using the responses below:

0. No
1. Not sure
2. Yes
3. I had already attend there

California

1. Were you eligible to enter a campus of the University of California (UC)?	0 1 2 3
2. Were you elibible to enter a campus of the California State College (CSUCO?	0 1 2 3

Hawaii

1. Were you eligible to enter a four-year campus of the University of Hawaii?	0 1 2 3

ENROLLMENT PLANS NEXT TERM

1. Do you plan to enroll at this college <u>next</u> term?

   0. No, I have no plans for more education at this time
   1. I do not know my plans for next term
   2. No, but I plan to return at some future date
   3. No, I plan to transfer to another college
   4. No, I will complete my program this term
   5. Yes

DEGREE OBJECTIVES

1. What degree are you currently working toward at <u>this</u> college? What is the highest degree you <u>ultimately</u> plan to earn? Check the appropriate box in the right and left columns.

At this College		Your Ultimate Degree Plans
[ ]	0. Not seeking a degree or certificate	[ ]
[ ]	1. Vocational Certificate	[ ]
[ ]	2. Associate Degree (AA)	[ ]
[ ]	3. Bachelor's Degree (BA)	[ ]
[ ]	4. Master's Degree (MA)	[ ]
[ ]	5. Professional Degree (medicine, theology, law, education, etc.)	[ ]
[ ]	6. Doctoral Degree (PhD)	[ ]

CERTIFICATE OR AA
MAJOR OR AREA OF STUDY AT THIS COLLEGE

1. Please write in your major or field of study at this college. If you don't know yet write in "undecided".

   _____

2. Now look at the List of Majors and Areas of Study and enter in the box below the code number of your major at this college.

   [ ][ ][ ][ ]
   Your major

Programs usually requiring less than 4 years of study

5000	Business and Commerce Technologies (includes Accounting, Banking, Commercial Art, Hotel and Restaurant Management)
5005	Secretarial Technologies (includes Office Supervising and Management, Stenographic and Typing Technologies)
5006	Personal Service Technologies (includes Stewardess Training, Cosmetologist)
5100	Data Processing Technologies (includes Computer Programming, Keypunching)
5200	Health Services and Paramedical Technologies (includes Dental and Medical Assistant, LPN, Occupational/Physical Therapy Technologies)
5300	Mechanical and Engineering Technologies (includes Aeronautical and Automotive Technology, Welding, Electronics, Architectural Drafting)
5317	Construction and Building Technology (includes Carpentry, Plumbing, Sheet Metal, Heating)
5400	Natural Science Technologies (includes Agriculture Technology, Environmental Health Technology, Forestry and Wildlife Technology)
5404	Food Services Technologies (includes Food Service Supervising, Institutional Food Preparation)
5500	Public Service Technologies (includes Law Enforcement, Teacher Aid Training, Fire Control Technology, Public Administration Technology)
5506	Recreation and Social Work Technologies
8000	Other _____
9000	Undecided but probably less than 4-year program

PREVIOUS EDUCATION AT ENTRY

1. When you <u>first</u> entered this college, which of the following was true of you? Check the appropriate box.

   [ ] 0. Entered dirctly from high school
   [ ] 1. Entered after working (other than a summer job)
   [ ] 2. Transferred from another community college
   [ ] 3. Entered after military service
   [ ] 4. Transferred from a 4-year institution

COLLEGE ATTENDANCE BEFORE ENTRY

Please indicate any previous enrollment in any postsecondary educational institution prior to your current enrollment at this college. Check all that apply.

1. Have you been previously enrolled at any postsecondary institution?

   [ ] 0. No, I have not been previously enrolled
   [ ] 1. Yes, at a vocational/technical school hospital school of nursing, trade school or business school
   [ ] 2. Yes, at this college
   [ ] 3. Yes, a another community college
   [ ] 4. Yes, at a public 4-year college or university
   [ ] 5. Yes, at a private college or university
   [ ] 6. Yes, other _____

2. Please write in the name of the most recent institution you attended

   _____

EMPLOYMENT STATUS OR PLANS WHILE ENROLLED

1. Do you plan to be employed during this first term at this college? Check the best response below:

   [ ] 0. Employed more than half time
   [ ] 1. Employed half time or less
   [ ] 2. Homemaker, not employed outside of the home
   [ ] 3. Not employed, but would like to work
   [ ] 4. Not employed, and do not care to work while attending college

2. If you are employed, about how many hours per week do you work?

   [ ] 0. I am not employed
   [ ] 1. 1 -10 hours
   [ ] 2. 11-20 hours
   [ ] 3. 21-30 hours
   [ ] 4. 31-40 hours
   [ ] 5. More than 40 hours

STUDENT ESTIMATE OF ACADEMIC STANDING

Use the following responses to estimate your grades and academic standing at this college. Circle the the most appropriate answer in the right column, using the responses below:

0. No grades yet
1. Poor (1.2 or below)
2. Below Average (1.3-1.9)
3. Average (2.0-2.7)
4. Above Average (2.8-3.4)
5. Excellent (3.5 or above)

1. What is your approximate grade point average this year? 0 1 2 3 4 5

2. What is your approximate <u>overall</u> college grade point average? 0 1 2 3 4 5

3. What is your academic standing at this college? Check the most appropriate response below.

[ ] 0. Dropped out permanently
[ ] 1. Dropped out temporarily
[ ] 2. On social probation
[ ] 3. On academic probation
[ ] 4. In good standing

STUDENT CREDIT STATUS

1. About how many credits are you taking <u>this</u> term?

   [ ] 0. No credit
   [ ] 1. 1 - 5
   [ ] 2. 6 -11
   [ ] 3. 12-15
   [ ] 4. Over 15

2. About how many credits have you completed at <u>this</u> college?

   [ ] 0. None
   [ ] 1. 1 -12
   [ ] 2. 13-24
   [ ] 3. 25-48
   [ ] 4. 49 or more

3. How many total college credits will you have completed by the end of this term <u>since leaving high school</u>?

   [ ] 0. None
   [ ] 1. 1 -12
   [ ] 2. 13-24
   [ ] 3. 25-48
   [ ] 4. 49-60
   [ ] 5. 60 or more

INTENDED ENROLLMENT STATUS

1. What is your intended enrollment status?
   Check the appropriate box below.

   [ ] 0. Primarily <u>not</u> for credit
   [ ] 1. Primarily for credit
   Part-time (less than 12 hours
   [ ] 2. Primarily for credit
   Full-time (12 or more hours)

COLLEGE STATUS

The following questions are about your status at <u>this</u> college. Please check the appropriate box for each.

1. How long have you attended this college?

[ ] 0. This is my first term
[ ] 1. One term (quarter or semester)
[ ] 2. Two terms
[ ] 3. Three terms
[ ] 4. Four terms
[ ] 5. Five terms
[ ] 6. Six or more terms

2. What is your present enrollment status?

[ ] 0. Part-time, night
[ ] 1. Part-time, day
[ ] 2. Part-time, day and night
[ ] 3. Full-time, night
[ ] 4. Full-time, day

STUDENT FUTURE PLANS

1. Do you plan to enroll at <u>this</u> college next term? Check the appropriate box.

   [ ] 0. I don't know my plans for next term
   [ ] 1. No plans for more education
   [ ] 2. No, I complete my program this term
   [ ] 3. No, but I plan to return some day
   [ ] 4. No, I plan to transfer
   [ ] 5. Yes, as a part-time student
   [ ] 6. Yes. as a full-time student

2. Do you currently have plans for additional education?

   [ ] 0. No, not at this time
   [ ] 1. I am undecided about any additional education
   [ ] 2. Yes, I plan to enroll at this college
   [ ] 3. Yes, I plan to enroll at another college
   [ ] 4. Yes, I have already enrolled at another college

3. If you check 3 or 4 above, please write in the name of the college you plan to attend or are attending.

   _____

TRANSFER PLANS AND OUTCOMES

1. To what kind of institution are most likely to transfer, if you do? Check the box below.

   [ ] 0. Do not plan to transfer
   [ ] 1. A vocational or business school
   [ ] 2. Another community college
   [ ] 3. A public 4-year college
   [ ] 4. A private 4-year college
   [ ] 5. A public university
   [ ] 6. A private university
   [ ] 7. A foreign college or university

2. After leaving this college what is the most <u>recent</u> college, university, professional or vocational school did you attend?

   [ ] 0. I did not attend another school
   [ ] 1. A vocational/technical school, hospital school of nursing, trade school or business school
   [ ] 2. Another community college
   [ ] 3. A public 4-year college or university
   [ ] 4. A private 4-year college or university
   [ ] 5 Other _____

3. Please write in the name of the institution you went to most recently:

   _____

HOW LONG AWAY FROM THIS COLLEGE

1. How long ago did you leave this college?
   Check the box below.

   [ ] 0. I <u>just</u> finished, or left
   [ ] 1. One to six months
   [ ] 2. Six months to one year
   [ ] 3. One to two years
   [ ] 4. Two to three years
   [ ] 5. Three years or more

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